

## **“Say Something”**

This reading strategy supports students as they discuss a text by highlighting the social nature of language and language learning. Students are actively involved in the processes of proficient readers (chunking a text, asking questions, finding connections, and making predictions).

### **Steps:**

- Students work with partners.
- Students read the same text as their partner.
- As students read, the teacher periodically stops them (or they stop themselves after paragraphs or pages) and they converse with their partners about what they have read.
- The strategy may be guided by the teacher with specific tasks or questions for the partners to discuss at each stopping point. OR, the readers may identify for themselves what they want to say to their partner when they break for conversation.

For variations and more information, see *Creating Classrooms for Authors and Inquirers* (1996) by Kathy Short and Jerome Harste.

## **“Jig Saw”**

This reading strategy supports student readers by providing shorter segments of text to comprehend and discuss and by providing partners for checking one's understanding and discussing ideas. The strategy is useful when a teacher wishes to cover a given amount of material but realizes that the learners cannot read all of it in the time allowed. It is also useful when a teacher wants to expose students to multiple texts (short stories, articles, poems, etc.) but doesn't have time for everyone to read each text. Numerous variations exist, but the basic “jig saw” is described below.

### **Steps:**

- The class is divided into reading groups (four or five per group).
- Each person in a group is given a segment of a text or a short text.
- Each group has a different reading segment or text.
- Students are given sufficient time to read the segment using an active reading strategy (highlighting key words and phrases, stopping to complete a “Say Something” discussion with a partner, writing in the margins).
- The students come together with others in their group and discuss the reading. The teacher may give the group specific discussion questions to guide their group discourse. Each group's primary goal, however, is to discuss the text so each group member has a sound understanding that can be shared with others who have not read the text.
- After a specified time, the members of each group count off (1 to 5, for example) and all of the number one's in the class regroup together (the same for the other numbers). Now, each group should have members who read different texts.
- Another small group discussion occurs with members contributing by bringing to the group the knowledge acquired through reading and discussing the separate texts.